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ABSTRACT

Project CHAMP provides instruction in English as a second language (ESL), native language arts, and content-area instruction in mathematics, science, and social studies to Chinese students of limited English proficiency (LEP) in three New York City high schools: Seward Park, Washington Irving, and Martin Luther King, Jr. In 1983-84, the first year of a three-year funding cycle, approximately 70 percent of the participating students were born in the People's Republic of China, and 72% spoke Cantonese. The remaining participants were from a variety of other Asian countries. Most participants were recent immigrants. Many were functionally illiterate in their native language and lacked basic study skills, and these students participated in the program's intensive literacy component at Seward Park. In 1983-84 Project CHAMP made notable progress in attaining its stated goals and substantially met its instructional objectives. Overall, students achieved the program objectives in ESL and native language arts. Students at all three sites met the objectives in mathematics and global history in the fall, and science and global history in the spring, and the attendance objective. Progress was also made in devloping proposed curriculum, involving parents in school and program-sponsored events, and offering on- and off-site opportunities for staff development. The report concludes with several recommendations. (KH)

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PROJECT CHAMP

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2135

PROJECT CHAMP

1983-1984

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A SUMMARY OF THE REPORT

This multi-site program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to content-area instruction in mathematics, science, and social studies, to 650 Chinese students of limited English proficiency (LEP) in grades nine through twelve at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools. Seward Park High School was the primary site of the project and most program staff were based there. Approximately 70 percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong, Taiwan, Thailand, Vietnam, and Korea. Seventy-two percent of Project CHAMP students spoke Cantonese; 19 percent spoke Mandarin; and the remaining nine percent were speakers of Vietnamese, Korean, and other Asian languages. Most program participants were recent immigrants, many of whom were functionally illiterate in their native languages and lacked the basic study skills necessary to succeed in any academic program.

The program contained two instructional components. The goals of the basic component are to provide instruction in E.S.L., native language arts, science, mathematics, computer mathematics, and social studies. Content-area classes are taught in Mandarin or Cantonese, depending on the student's native language. The intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in their native languages and who lacked basic academic skills. The major instructional objectives of this component were:

--to develop the students' ability to read and write fluently and effectively in their native language;

--to master the basic elements of reading, writing, and speaking in English;

--to develop the students' study skills and habits as a foundation for future academic work;

--to foster in students an understanding of American classroom procedures and teacher expectation in order to ease their entry into the American classroom environment.

The program aimed to speed students' proficiency in English so that they could join mainstream classes with confidence. Thus, the program was transitional in nature, and staff members supported the use of English in every classroom. In addition to English language development and academic studies, the program aimed to equip students with vocational skills.

Title VII funds were used for administrative and support services staff. Curriculum materials were developed in mathematics, biology, and global history, and bilingual handbooks were prepared which provided career guidance and general school information. Development activities for staff members consisted of department and faculty meetings, in-

service courses and workshops, and attendance at universit conferences on bilingual education. Parents of participat were involved through parent-teacher conferences, meetings Chinese bilingual guidance counselor and grade advisor, wr telephone notification of events and student progress, anc at a weekly parents' E.S.L. workshop. Although not a spec objective, supportive services to program students include academic, and career advisement, referrals to outside ager contact with parents when problems arose.

Program objectives were assessed in English language c (Criterion Referenced English Syntax Test [CREST] and teac examinations); growth in the mastery of the native languag made examination); mathematics, science, global history, a mathematics (teacher-made tests); and attendance (school a records). Objectives for the intensive literacy component in basic literacy skills, social studies, and mathematics. student achievement data indicates that:

--Overall, students met the program objective for deve English language skills.

--Overall passing rates for native language arts stude Park and Washington Irving exceeded the program crit 75 percent passing both semesters.

--Overall, the program objective in content-area subje by students in mathematics (fall), science (spring), history (fall and spring).

--Overall, of the students enrolled in computer math c percent passed in the fall and 100 percent passed ir However, data were available for only eight students and three students in the spring.

--Students participating in the intensive literacy con the program objective in basic English literacy skil studies, but did not meet proposed objectives in mat

--Approximately 96 percent of the students maintained rate above 90 percent.

The following recommendations are aimed at improving t of the program at each site:

--Cantonese-speaking students and their parents shoulc to ascertain how difficult they find understanding a Mandarin, and how desirable it is in their opinion. a first step in resolving the issue surrounding the Mandarin as the native language arts class to all st many are Cantonese speakers.

--At Martin Luther King, Jr., the program should explore the resources available both in and outside these schools to provide counseling for LEP students.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CHAMP

Chinese Achievement and Mastery Program

Central Location:	Seward Park High School 350 Grand Street New York, New York 10002
Additional Participating Schools:	Washington Irving High School 40 Irving Place New York, New York 10003 Martin Luther King, Jr. High School 122 Amsterdam Avenue New York, New York 10023
Year of Operation:	1983-1984, First year of a three-year funding cycle
Target Language:	Chinese
Number of Participants:	650 students of limited English proficiency
Project Director:	Katherine Sid

I. PROGRAM DESCRIPTION

OVERVIEW

In 1983, there were over 2,800 Chinese students attending high school in New York City, and over 2,000 of them were in Manhattan. One third of the 40,000 Chinese immigrants now entering the United States annually settles in the metropolitan area. This places a heavy responsibility on the high schools of the borough to provide quality education for these students, most of whom are of limited English proficiency (LEP).

The goal of Project CHAMP is to offer a comprehensive bilingual education program to 650 Chinese LEP students at Seward Park, Washington Irving, and

Martin Luther King, Jr. High Schools. Seward Park High School is the primary site of the project. It is located near Chinatown and enrolls more than half of the Chinese LEP students in New York City. It has had Chinese bilingual instructional programs since 1977, and has become a center of learning and support for newly-arrived Chinese students.

Washington Irving High School is one of only two high schools for girls in New York City. It also offers a wide range of vocational courses. Located near Chinatown, it has attracted a sizeable Chinese immigrant population. The school has participated in bilingual programs sponsored by Seward Park High School since 1980.

The increasing number of Chinese immigrants arriving in Seward Park's attendance area places a heavy strain on the resources of the school. During the fall term of 1982, many newly-arrived Chinese students seeking to enroll in the bilingual program at this site had to be referred to Martin Luther King, Jr. High School, located near Lincoln Center. The site was therefore included in Project CHAMP activities.

ORGANIZATION AND STAFFING

Most program staff members -- the director, two resource specialists, one resource/curriculum specialist, one guidance counselor, one auxiliary trainer, and five paraprofessionals -- are based at Seward Park. One paraprofessional works at Washington Irving and one is assigned to Martin Luther King, Jr. In addition, the program personnel are made available to these two schools when the need arises. E.S.L., native language arts, and content-area teachers are supervised by their respective assistant principals at each site. The characteristics of the professional

and paraprofessional staffs serving the project students are included as Appendix A.

INSTRUCTIONAL APPROACH

The program aims to speed students' proficiency in English so that they can join mainstream classes with confidence. Therefore, school admininstrators and program staff stress the transitional nature of the program, and support the use of English in every classroom. Some classes are taught by bilingual teachers, while others are taught in English with the help of bilingual paraprofessionals, who interpret and translate key concepts and terms.

The program contains two instructional components -- a basic component and an intensive literacy component. The basic component includes instruction to improve English and native language proficiency, and course offerings in science, mathematics, computer mathematics, and social studies.

The intensive literacy component is offered only at Seward Park to those students who are found to be functionally illiterate in their native language and who lack basic academic skills. These students spend four periods daily studying Chinese language arts, English reading and writing, introduction to social studies, and pre-algebra at a level and rate modified to suit their academic backgrounds.

The component has four goals:

--to develop the students' ability to read and write fluently and effectively in their native language;

--to master the basic elements of reading and writing in English, such as penmanship, the alphabet, and phonics;

--to develop the students' study skills and habits as a foundation for future academic work;

--to foster in students an understanding of American classroom procedures and teacher expectations in order to ease their entry into the American classroom environment.

In addition to English language development and academic studies, the program aims to equip students with vocational skills. At Seward Park, there are courses in accounting and typing; at Washington Irving, vocational offerings include clothing, cooking, typing, and business machine practice.

II. STUDENT CHARACTERISTICS

Of the students participating in Project CHAMP, 69 percent were born in the People's Republic of China and 18 percent were born in Hong Kong. Other countries of origin include Taiwan, Thailand, Vietnam, and Korea. Four hundred and sixty-nine (72 percent) students speak Cantonese and 123 (19 percent) speak Mandarin. The remaining nine percent are native speakers of Vietnamese, Korean, and other Asian languages. Table 1 presents the program students by country of birth.

One of the problems facing Chinese bilingual programs is the influx of overage and undereducated students from China and Vietnam. In fall, 1982, the mean age of Chinese students admitted to Seward Park was 16.7, while their mean years of schooling was 8.3. Thus these students were two years overage on the average. Seventy-two percent of the program students were one or more years older than the expected age range for their grade. Grade nine had the highest percentage of overage students (85 percent). (See Table 2 for a presentation of the program students by age and grade.) Moreover, not only did most of these students have less than one year of English exposure, they were also often reported by program staff to be functionally illiterate in their native languages. These students lacked the basic study skills needed to succeed in any academic program, and often demonstrated inadequate preparation in the substantive subject areas.

Most of the program participants were recent immigrants. Sixty-six percent of the students had been in the program one year or less (see Table 3). For a presentation of program students by sex and grade see Table 4.

TABLE 1

Number and Percent of Program Students by

Country of Birth

Country of Birth	Number	Percent
People's Republic of China	448	69
Hong Kong	117	18
Vietnam	30	5
Taiwan	29	4
Other "Asia"	17	3
Korea	3	less than 1
Cambodia	3	less than 1
Thailand	2	less than 1
United States	1	less than 1
TOTAL	650	100

- All program students are Asian born.
- Sixty-nine percent of the program students are from the People's Republic of China.
- The second largest group of students (18 percent) was born in Hong Kong.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	6	1	0	0	7
15	27	38	2	0	67
16	44	60	8	0	112
17	66	65	23	0	154
18	53	47	38	7	145
19	27	28	30	5	90
20	8	16	14	1	39
21	1	7	4	0	12
TOTAL	233	262	119	13	627
Overage Students					
Number	199	163	86	6	454
Percent	85	62	72	46	72

Note. Shaded boxes indicate expected age range for grade.

- The majority of program students (72 percent) are overage for their grade.
- The highest percentage of overage students is in grade nine (85 percent). The lowest percentage of overage students is enrolled in grade twelve (46 percent).

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	89	26	5	0	120
1 Academic Year	110	181	14	0	305
2 Academic Years[b]	37	51	64	5	157
3 Academic Years[b]	0	12	36	7	55
4 Academic Years[b]	0	2	4	2	8
TOTAL	236	272	123	14	645

[a]Rounded to the nearest year.

[b]Refers to previous participation in other bilingual programs.

- Four hundred twenty-five students (66 percent) have been in the program one year or less.
- The remaining students (34 percent) have been served by a bilingual program for two or more years.

TABLE 4

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	121	52	112	48	233	37
10	122	46	141	54	263	42
11	51	43	68	57	119	19
12	0	0	13	100	13	2
TOTAL	294	47[a]	334	53[a]	628	100

[a]Percent of program students.

- There are more male students than females in grade nine, and more females than males in grades ten and eleven.
- The 13 program students in grade twelve are all female.
- Grade ten has the highest number of enrolled students.

III. PROGRAM OBJECTIVES AND FINDINGS

The evaluation findings for the 1983-84 academic year include both objectives measured by standardized test results and those based on an examination of program material and records, site visits, and interviews with relevant personnel. Following are the findings of the evaluation of objectives for the present year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- By the end of the 1983-84 academic year, 75 percent of the students participating in Project CHAMP will demonstrate English language proficiency as measured by administration of the Criterion Referenced English Syntax Test (CREST), in which students tested with Levels I and II will master an average of one curricular objective per month of treatment. It is expected that students tested with Level III will master an average of 0.75 objectives per month.

-- Seventy-five percent of the students participating in the Intensive Literacy Component of the project will demonstrate growth in basic English literacy skills as measured by achieving a final grade of 65 percent or higher based on the administration of teacher-made examinations.

Project students at each site receive a full program of E.S.L. instruction with other LEP students at the schools. The goals of this instruction include: developing students' ability to express themselves in fluent, idiomatic spoken English; developing their level of reading comprehension; and gaining knowledge of American social customs, traditions, folklore, and literature in such a way as to contribute to their future educational and social development.

At Seward Park, the sequence consists of four levels of E.S.L. and four levels of remedial English communication. After completing one or

two terms of writing improvement, students enter the transitional English language arts sequence (levels 4 through 8), given by the communication arts department. A list of the textbooks used in E.S.L. classes at this site is included as Appendix B.

At Washington Irving and Martin Luther King, Jr., E.S.L. instruction is offered at several levels. Students at each level also take a corresponding mainstream English class. There is also a transitional course offered to students who complete E.S.L. level 5.

A member of the evaluation team observed an E.S.L. 2 class at Seward Park. The class was lively and students participated actively in the lesson. A Chapter I-funded paraprofessional circulated among the students providing individual assistance as needed. There appeared to be a good working relationship between the teacher and paraprofessional in this classroom.

Student Achievement in E.S.L.

The assessment instrument used for measuring the attainment of the first objective in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction adjusted for each student's attendance rate. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. The program objectives state that students who were tested with Levels I and II of the CREST would master an average of one curricular objective per month of treatment. The goal for students tested with Level III was an average of 0.75 objectives per month of treatment.

Overall, the students met the program objective. Students at Levels I and II mastered 1.5 objectives per month in the fall and 1.3 objectives per month in the spring. Students at Level III mastered 1.1 objectives per month in the fall and 0.6 objectives per month in the spring for a weighted average of 0.75 objectives per month for the year.

Tables 5, 6, and 7 present the test results for students at each site who were pretested and posttested with the same level during each semester.

Intensive Literacy Component

The second program objective in E.S.L. stated that 75 percent of the students in the Intensive Literacy Component would achieve a passing grade

*Board of Education of the City of New York, Division of High Schools, 1978.

in teacher-made examinations in basic English literacy skills. Data were submitted for 29 students tested in this area. The overall passing rate for both the fall and spring semesters was 83 percent, surpassing the program objective.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students at Seward Park High School Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	43	11.1	17.0	5.9	3.0	2.0
II	153	13.5	19.0	5.5	3.0	1.8
III	68	8.3	11.6	3.3	3.0	1.1
TOTAL	264	11.8	16.8	5.0	3.0	1.7
			Spring			
I	74	13.9	18.9	5.0	3.3	1.5
II	138	14.0	17.7	3.7	3.3	1.1
III	174	9.9	11.9	2.0	3.3	0.6
TOTAL	386	12.1	15.3	3.2	3.3	1.0

*Posttest minus pretest.

- Overall, students met the program objective.
- The number of students tested at Level III nearly tripled from fall to spring.
- The program objectives were met by students at all CREST levels in the fall and by Level I and II students in the spring.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students at Washington Irving High School Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	6	17.8	21.8	4.0	3.0	1.3
II	17	14.8	19.5	4.7	3.0	1.6
III	17	8.4	11.3	2.9	3.0	0.9
TOTAL	40	12.5	16.4	3.9	3.0	1.3
			Spring			
I	10	15.4	18.2	2.8	3.0	0.9
II	11	14.1	19.0	4.9	3.0	1.6
III	19	10.1	11.8	1.7	3.0	0.6
TOTAL	40	12.5	15.4	2.9	3.0	0.9

*Posttest minus pretest.

- Overall CREST performance declined from fall to spring.
- The program objectives were met by students at all CREST levels in the fall and by Level I and II students in the spring.

TABLE 7

Results of the Criterion Referenced English Syntax Test

(Program Students at Martin Luther King, Jr. High School

Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	15	13.1	15.0	1.9	3.0	0.6
II	4	12.8	19.5	6.7	3.0	2.2
TOTAL	19	13.0	15.9	2.9	3.0	0.9
			Spring			
I	20	12.1	17.2	5.1	3.0	1.7
II	3	20.3	22.7	2.4	3.0	0.8
III	1	14.0	15.0	1.0	3.0	0.3
TOTAL	24	13.2	17.8	4.6	3.0	1.5

*Posttest minus pretest.

- Most students were tested on CREST Level I both semesters.
- Overall, program students met the program objective each semester.

NATIVE LANGUAGE ARTS

-- Seventy-five percent of the students participating in Project CHAMP will demonstrate growth in native language proficiency as measured by achieving a final grade of 65 percent or higher based on administration of teacher-made examinations.

The goals of native language arts instruction are: to develop and maintain students' skills in reading and writing in Chinese; to help students become familiar with the historical development of Chinese literature; to develop a basic knowledge of students' cultural heritage; and to develop and maintain their ability to speak the Mandarin dialect.

All project students at Seward Park and Washington Irving are placed in Chinese language classes on the basis of their scores on a teacher-made test. However, no native language arts instruction is currently available for project students at Martin Luther King, Jr. A three-year sequence, Chinese 1 to 6, is offered by the foreign language department at Seward Park to reinforce and develop students' ability to use their native language as a tool for creative thought and communication. Courses include reading in Chinese, essay writing, literature, and topics in Chinese culture, and are offered daily five periods per week. Texts used in these classes include Conversational Chinese, Read Chinese, Read About Chinese, and other teacher-made materials. Mandarin is used in all classes.

A member of the evaluation team observed a Chinese language arts class at Washington Irving. The textbook used in the course was an anthology of Chinese literature, essays, and short stories published by Yale University Press. Some students seemed to have difficulty with

the idioms presented in the lesson. Some students were restless and talked among themselves while the lesson was going on.

The situation in this class presents one area for further consideration in the project's native language arts component. There are many Cantonese- and Fukienese-speaking students enrolled in the project for whom Mandarin is a foreign language. Both the project director and the native language arts teacher at Seward Park, however, felt that this linguistic situation did not cause any serious problems for the students, since the written form of the language can be understood by different dialect speakers.

Student Achievement in Native Language Arts

The program objective stated that 75 percent of the students would demonstrate growth in native language proficiency by achieving a passing grade on teacher-made examinations in this area.

Table 8 presents passing rates in native language arts courses for the fall and spring terms for program students at Seward Park and Washington Irving. Overall passing rates were 91 percent in the fall and 84 percent in the spring, well above the criterion of 75 percent passing. In addition, the passing rates for each school were well above the objective for both the fall and spring terms.

Although passing rates were high, they varied among students according to their native language. The passing rates for Mandarin-speaking students were higher than those of Cantonese speakers in both the fall and spring terms. In the fall, 95 percent of the Mandarin speakers passed, as compared to 90 percent of the Cantonese-speaking students. In the spring, the difference was greater: 96 percent of the Mandarin

speakers passed, compared with only 82 percent of the Cantonese-speaking students.

The differences between the two groups may reflect the fact that native language instruction was offered in Mandarin.

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

School	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Seward Park	116	91	174	89	56	89	--	--	346	90
Washington Irving	2	100	21	100	9	100	5	100	37	100
All Students	118	91	195	90	65	91	5	100	383	91
				Spring						
Seward Park	185	89	168	77	45	84	--	--	398	83
Washington Irving	10	90	23	100	6	100	--	--	39	97
All Students	195	89	191	80	51	86	--	--	437	84

* The program objective was met by all grades at both sites each semester.

CONTENT-AREA PERFORMANCE

-- Seventy-five percent of the students will demonstrate mastery of the appropriate course of study in math, science, and global history as measured by achieving a final grade of 65 percent or higher based on administration of teacher-made tests and school-wide uniform examinations.

-- Seventy-five percent of those students who are enrolled in the computer math course will demonstrate mastery of the course by achieving a final grade of 65 percent or higher based on administration of teacher-made tests and school-wide uniform examinations.

-- Seventy-five percent of the students participating in the project's Intensive Literacy Component will demonstrate mastery of the course of study in science as measured by achieving a final grade of 65 percent or higher based upon administration of teacher-made examinations.

-- Seventy-five percent of the students participating in the project's Intensive Literacy Component will demonstrate mastery of the course of study in pre-algebra as measured by achieving a final grade of 65 percent or higher based upon administration of teacher-made examinations.

Bilingual content-area instruction is offered in mathematics, science, and social studies at Seward Park, in biology at Washington Irving, and in global history at Martin Luther King, Jr. Students enrolled in English-only classes at the latter two sites were provided with bilingual supplementary materials when available. (See Appendix B for the textbooks used in these classes at Seward Park.)

Mathematics

Four mathematics courses -- pre-algebra 1 and 2, and ninth- and tenth-year mathematics -- are offered to project students at Seward Park. Through these courses it is hoped that students will achieve a basic understanding of the major concepts of algebra and geometry, and will develop the ability to use mathematics as a tool of independent study.

A member of the evaluation team observed a bilingual mathematics class at this site. The teacher lectured in both English and Cantonese and the students appeared satisfied with the course. Project staff reported that Washington Irving planned to established a bilingual mathematics class for project students for the following year.

Science

Two levels of bilingual general science and three levels of bilingual biology are offered at Seward Park. Bilingual biology is also offered at Washington Irving.

A member of the evaluation team observed two bilingual general science classes at Seward Park. In the general science 1 class, the teacher outlined the lesson on the board in English and Chinese and students copied the material into their notebooks. The teacher then presented the lesson. It was difficult to evaluate the students' comprehension due to their lack of active participation.

In the general science 2 class, the teacher gave a lively presentation of the material to which the students actively responded. The teacher and paraprofessional worked together as a team with the teacher lecturing in English and the paraprofessional translating the various concepts into Chinese. The teacher also attempted to use words and expressions in Cantonese, which appeared to be well appreciated by the students.

In the biology class observed at Washington Irving, the teacher and paraprofessional also worked together harmoniously. Both English and Chinese were used in this class.

Social Studies

The goals of social studies instruction are: to develop in students an understanding of concepts basic to the study of major world cultures; and to develop an appreciation of the relationship of their own life to the rest of the world.

Three courses in global history, three American history courses, and one American government course are offered to project students at Seward Park. Some classes are conducted bilingually; others are in English with translation and interpretation by paraprofessionals. The global history class for project students at Martin Luther King, Jr. is also conducted in English with paraprofessional assistance.

In the global history and American history classes observed at Seward Park, and the global history class at Martin Luther King, Jr., the paraprofessionals did not take an active role in the instructional process. In the American history class, the paraprofessional's activities focussed on writing in Chinese on the blackboard.

Computer Mathematics

A bilingual computer mathematics course is offered to Chinese LEP students at Seward Park as an elective along with their regular mathematics courses. The aims of the course are: to develop students' ability to write a program in the BASIC language; to develop their ability to operate computer hardware and utilize software in computer-assisted instruction; and to develop their ability to solve problems with computer

assistance. The school also has an after-school computer resource room staffed by a Chinese paraprofessional working with a resource specialist and a teacher of computer mathematics from the mathematics department.

Student Achievement in Math, Science, and Global History

The first objective in this area called for a 75 percent passing rate in the areas of science, math, and global history. Table 9 includes data for all students who participated in the project; passing rates for each individual school are shown in Tables 10 through 12.

Students met the objective with a weighted average of 78 percent passing these courses in the fall and 74 percent passing in the spring, for an overall average of 76 percent passing for the year.

The passing rate for all program students in math and global history (77 and 84 percent, respectively) surpassed the objective in the fall. The spring passing rates in science and global history (75 and 78 percent) also met the objective.

The highest passing rates were achieved by students attending Washington Irving and Martin Luther King, Jr.

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics[a]	140	81	224	71	97	87	13	85	474	77
Science	124	74	226	67	112	84	13	92	475	74
Global History	70	91	186	75	74	97	2	100	332	84
				Spring						
Mathematics[a]	220	74	254	67	94	76	12	92	580	72
Science	172	77	245	70	98	81	12	92	527	75
Global History	122	81	156	72	26	92	--	--	304	78

[a] Does not include "Computer Math."

- Most students were enrolled in mathematics and science courses.
- Overall, the program objective was met by students in mathematics (fall), science (spring), and global history classes (both semesters).

TABLE 10

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects at Seward Park High School

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Total N	Total % Passing
				Fall				
Mathematics[a]	122	78	184	69	76	84	382	75
Science	112	72	197	64	89	81	398	70
Global History	66	91	162	72	61	97	289	82
				Spring				
Mathematics[a]	186	73	206	62	73	75	465	68
Science	161	76	212	68	76	76	449	72
Global History	99	78	120	66	25	92	244	73

[a] Does not include "Computer Math."

- Overall passing rates in math and global history declined from fall to spring.
- The objective was met in math and global history in the fall semester.

TABLE 11

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects at Washington Irving High School

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics[a]	7	100	33	73	21	95	13	85	74	84
Science	2	50	23	87	23	96	13	92	61	90
Global History	4	100	24	96	13	100	2	100	43	98
				Spring						
Mathematics[a]	18	78	41	93	20	80	12	92	91	87
Science	3	100	27	85	21	95	12	92	63	91
Global History	8	100	33	94	--	--	--	--	41	95

[a] Does not include "Computer Math."

• The program objective was met and exceeded in all three content areas both semesters.

TABLE 12

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects at Martin Luther King, Jr. High School

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics[a]	11	100	7	100	--	--	--	--	18	100
Science	10	100	6	100	8	88	6	100	30	97
				Spring						
Mathematics[a]	16	88	7	86	1	100	--	--	24	88
Science	8	88	6	100	1	100	--	--	15	93
Global History	15	93	3	100	1	100	--	--	19	95

[a] Does not include "Computer Math."

- Overall passing rates exceeded the program objectives in all content areas both semesters.
- All 18 students enrolled in fall mathematics classes passed their courses.

Student Achievement in Computer Math

The second objective in this area stated that 75 percent of the program students who enrolled in computer math would achieve a passing grade on teacher-made and school-wide uniform tests.

Data were reported for eight students at Seward Park High School enrolled in this course in the fall, and for three students in the spring. The passing rates for the fall and spring semesters were 75 percent and 100 percent, respectively, thus meeting the objective.

Intensive Literacy Component

The content-area objectives for this group of students stated that 75 percent would pass teacher-made examinations in social studies and mathematics. Data were available for 17 students in the fall and 24 students in the spring. The program met the objective in social studies with passing rates of 100 percent in the fall and 87 percent in the spring. The objective was not met in mathematics in which passing rates were 50 percent in the fall and 41 percent in the spring.

ATTENDANCE

-- Seventy-five percent of the students participating in Project CHAMP will maintain an attendance rate of above 90 percent.

Table 13 presents the attendance percentages for each grade. The overall attendance percentage was 97.5 percent, and the small standard deviation indicates that there was little variability in individual student attendance. The program objective was far exceeded.

TABLE 13

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	147	98.1	2.9
10	253	97.3	3.8
11	119	97.0	5.9
12	14	99.1	1.0
TOTAL	533	97.5	4.1

CURRICULUM DEVELOPMENT

-- Project staff members will produce at least one unit of Chinese/English bilingual curriculum materials in each of the following subject areas: science, mathematics, global history, and computer science.

By the end of the first program year, project staff members had developed bilingual materials in ninth-year mathematics, biology (levels A and C, including an English/Chinese glossary), and global history 1. In addition, bilingual handbooks were prepared for students and parents providing career guidance and general school information. Overall, the project objective was attained.

STAFF DEVELOPMENT

-- Project staff members will have attended ten workshops and in-service training sessions that are related to the goals and objectives of the project.

-- Six staff members will have taken credits in bilingual education or related subject areas at a college or university.

-- All staff members (except paraprofessionals) will have attended local and out-of-town conferences dealing with bilingual education, E.S.L. methodology, curriculum development, and other areas related to the education of Chinese LEP students.

Staff development activities consisted of department and faculty meetings, in-service courses and workshops, and attendance at university courses and conferences on bilingual education.

Group and individual training sessions were provided for all content-area teachers working with project students on approaches and methods specifically applicable to teaching Chinese bilingual students. Individually, teachers received assistance from the resource specialist in the form of classroom observations and demonstrations, consultations to discuss how classes might best be conducted to suit student needs, and

instruction in basic language teaching methodology. Group workshops were held periodically to give information on basic E.S.L. teaching techniques, to improve teachers' Mandarin language skills, to discuss the linguistic, educational, and cultural backgrounds of Chinese students, and to provide a forum to share questions, problems, and solutions encountered in teaching project students. Both the Chinese- and English-speaking teachers who work with bilingual paraprofessionals were included.

Outside staff development activities included attendance at conferences on language development, bilingualism, and microcomputing for bilingual educators at Hunter College, Yeshiva University, and Teachers College among others, and state and federal meetings on bilingual education. In addition, four staff members took courses at Touro, Hunter, and La Guardia Community College.

A full listing of staff development activities both in and outside Seward Park is included as Appendix C.

PARENTAL INVOLVEMENT

--A total of at least 150 parents will have attended the project's fall and spring meetings.

--Twenty percent of the parents of Project CHAMP participants will have attended the City-Wide Chinese Bilingual Parents Conference.

Parents of project students have attended Open School Day and Open School Night parent-teacher conferences; Chinese bilingual parents' meetings; meetings with the Chinese bilingual guidance counselor and grade advisor. They have received written notification of meetings, events, and students' progress mailed to the home; notification of the students' progress by telephone; home visits by the family worker; and

report cards issued three times each semester. Sixteen parents participated in a parents' E.S.L. workshop that met once a week for two hours. In addition to students and staff, 53 parents attended a meeting in October 1983, and 46 parents attended a meeting in November 1983. One hundred and four parents attended the annual meeting for parents of Seward Park students held on April 8, 1984 at Confucius Plaza in Chinatown, and 83 parents attended a citywide parents' conference. Advisory committee meetings held in January and February were attended by 16 and 18 parents, respectively. The parental involvement for Project CHAMP was impressive, and the objective appears to have been met.

SUPPORTIVE SERVICES

Although not a specific program objective, Project CHAMP provided an extensive system of support for participating students. These services were provided primarily by the bilingual guidance counselor, the grade advisor, and the family worker, but all staff members were available to help students when necessary.

The guidance counselor was in charge of all non-academic counseling such as career orientation, college advisement, and personal or behavioral adjustment problems. He also conducted weekly group sessions to provide specific job and college information. In addition, he referred students to the school-based support team for special testing, or to hospitals, clinics, or social services agencies for specialized problems.

The grade advisor assisted students with course selection and graduation requirements, and referred students to the bilingual tutoring services when necessary. The family worker contacted parents by mail, telephone, or in person in cases of class-cutting, long absences, or disciplinary problems.

IV. CONCLUSIONS AND RECOMMENDATIONS

In summary, it may be concluded that the project has made notable progress in attaining its stated goals and has substantially met its instructional objectives for its first year of operation. Overall, students achieved the program objectives in E.S.L. and native language arts. Students at all three sites met the objectives in mathematics and global history classes in the fall, and science and global history classes in the spring. The attendance objective was also achieved. Those Seward Park students participating in the intensive literacy component surpassed their proposed objective on a test of basic English literacy skills, although they did not in subject-area classes. In the non-instructional areas, the project was also successful in developing proposed currriculum, involving parents in school- and program-sponsored events, and offering on- and off-site opportunities for staff development.

Seward Park High School is committed to the Title VII program and has institutionalized its various components. Teachers and project staff members are committed to the project's goals and objectives. They have a good working relationship and cooperate with each other.

The Chinese students have been highly successful academically at Seward Park High School, and it is generally recognized by school administrators and students that the Chinese bilingual program is a significant factor in this success. Numerous prizes, scholarships, and awards were won by program participants. Five out of seven recipients of the teachers' union scholarship award were Chinese bilingual project

students. It is also important to note that the drop-out rate of project students is reportedly far lower than the overall drop-out rate of 13 percent for Seward Park High School.

The following recommendations are offered for consideration by the project:

--Cantonese-speaking students and their parents should be surveyed to ascertain how difficult they find understanding and speaking Mandarin, and how desirable it is in their opinion. This can be a first step in resolving the issue surrounding native language instruction.

--At Martin Luther King, Jr., there appears to be a great need for counseling for the LEP students. It is suggested that the project explore the resources available in and outside the school (i.e., social service agencies) to better meet this need.

V. APPENDICES

APPENDIX A

Program Staff Characteristics: Professional and Paraprofessional Staffs

Function/ Funding Source	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Tax Levy Project Director	100%	1/76	B.A. Elementary Ed. M.A. Ed. Admin.	NYC NYC NYS	Teacher Comm./Sch Relation Bil./Common Branch Common Branch	12 years	9 years	none
Title VII Resource/Curriculum Specialist	40/40	4/82	B.A. Law M.A. Bil. Ed.	NYC	Chinese Day HS (Per Diem)	5 years	5 years	none
Resource Specialist	100%	10/81	B.A. Oriental Studies M.A. Chin. Teaching	NYC	ESL Day HS	12 years	3 years	9 year
Resource Specilaist Grade Advisor	60/40	10/79	B.A. Lang./Literature M.A. Music	NYC	Bil. Music Day HS ESL Day H.S.	5 years	4 years	1 year
Guidance Counselor	100%	9/79	Ph.D. Education	NYC NYS	Bil. Guidance	6 years	6 years	none
Educational Associate	100%	12/78	B.S. Biology	NYC		31 years	6 years	none
Educational Associate	100%	10/75	B.A. Education	NYC		39 years	9 years	none
Auxilary Trainer	100%	9/80	B.A. Psychology	NYC		10 years	4 years	6 year
Educational Assistant	100%	4/83	B.E. Engineering	NYC		1 1/2 years	1 1/2 years	none
Family Worker	100%	11/79	M.A. Asian Studies M.B. Bil. Ed.	NYC NYS	Common Branch	7 years	5 years	2 year
Educational Assistant	100%	10/83				2 years	1 year	1 year
Educational Assistant	100%	1/84				6 months	6 months	none
Educational Assistant	100%	9/83	B.A. English			1 year	1 year	
Guidance Counselor	100%	9/83	B.A./M.A. Soc. Stud. M.A./P.D. Guidance	State Prov.	N.Y.C. Regular	19 years	9 years	19 years

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APPENDIX B

Textbooks Used in Classes at Seward Park High School

E.S.L.

E.S.L. 1: Lado 1 text and workbook; English in Action

E.S.L. 2: Lado 2 text and workbook; English for Fun

E.S.L. 3: Lado 2 text and workbook; English for Fun; Organizing Information

E.S.L. 4: Lado 4 text and workbook; English for Fun; Organizing Information, American Folktales

R.C.A. 1: Modern American English 1

R.C.A. 2: Modern American English 2; International Folktales I

R.C.A. 3: Modern American English 3; International Folktales II

R.C.A. 4: Modern American English 4

Writing Improvement: Elementary Composition Practice; Writing Power

Basic Reading and Writing in English: Sounds Easy!; First Steps in Reading and Writing

Mathematics

Pre-Algebra I and II: Preliminary Algebra

Key to Algebra - supplements Chinese Glossary

Ninth-Year Math (Algebra): Algebra

Tenth-Year Math (Geometry): Geometry

Science

General Science I and II: Pathways in Science, Books 1, 2, and 3

Chinese Supplementary Text for General Science I: Chemistry

Biology A, B, and C: Concepts in Modern Biology

Chinese Supplementary Text for Biology A and B

Social Studies	Global History I: Civilizations of the Past: Peoples and Culture
	Global History II: Living World History, 4th Edition
	Global History III: Living World History, 5th Edition
Computer	Computer Programming in the Basic Language

Social Studies	Global History I: Civilizations of the Past: Peoples and Culture
	Global History II: Living World History, 4th Edition
	Global History III: Living World History, 5th Edition
Computer	Computer Programming in the Basic Language

APPENDIX C

Staff Development: Central Activities

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Pre-service	Discussion of new school term and Holding Power	All staff		1 before school started
Dept. meetings	Discussion of program activities and program goals	Full Chinese bilingual staff-approximately 19 people and paraprofessionals	K. Sid chairs the meeting	monthly-September through June
Workshops	Mandarin Chinese	11 staff members	H. Dunkelblau	30 sessions per yr
	E.S.L. workshop for Chinese parents		J. Yip/W. Lem	15 sessions (Feb.-June)
Other Demonstration lessons, Lectures, etc.	"The Educational and Cultural Background of Chinese Students"	40 administrators and teachers	Dr. Joseph Woo	1 -2 hours
	"Teaching the Chinese Bilingual Student"	40 paraprofessionals	Panel of teachers from Seward Park High School	1 - 2 hours
	"Languages in Contact: The Whys and Hows of Chinese Students' Learning Difficulties"	40	Ms. C. P. Chang Sobelman	1 - 2 hours

APPENDIX C
(continued)

Staff Development Activities at
Martin Luther King, Jr. H.S.
Washington Irving H.S.

	Description(s), Goals, of Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Pre-service meetings	Sept. 7 and 12, 1983	125 Teachers	Principal and Teachers	2
	Sept. 6 and 7, 1984		" " "	2
Dept. meetings	Once a month after school except Sept. and June	25 teachers in English and E.S.L. department		Total 10
	Faculty meetings	all teachers		10 conferences
Workshops	Informal workshops	few teachers gather together		1 or 2 times weekly depending on necessity

APPENDIX C (continued)

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops Held Outside School	"Language Development Specialists' Academy"	Hunter College/Bil. Ed. Multifunctional Support Center	Dr. Migdalia Romero	1
	"Microcomputing for Bil. Ed. Project Directors"	N.Y. BEMSC - Teachers College		
	Urban Reading Consortium	Martin Luther King Jr. High School	State Education Dept.	1
Conferences and Symposia	LARC Conference	New York University	University Panel	1
	"Perspectives on Bilingualism"	Yeshiva University	University Panel	1
	College/ Community Linkages	City College N.Y.C.	University and Community Panel	2
	NAAPAE Conference	New Orleans, LA		1
	5th East Coast Asian American Ed. Conf. (E.C.A.A.E.)	Washington D.C.		2
	Symposium on the Exceptional Child	The Council for Exceptional Children/Reston, VA		1
Other	1984 Title VII Management Institute	Washington D.C.	OBEMLA	1

APPENDIX C (Continued)

University Courses Attended by Staff (Professional and Paraprofessional)

STAFF	Institution	Courses	Frequency
Resource Specialist/ Curriculum	LaGuardia Community	Intro to Computers	Once a week
Educational Assist. Family Associate Auxiliary Trainer	Hunter College	Principles & Practice	Once to twice a week
	" "	Mod Inherit Infict	" " "
	" "	Phon of American English	" " "
	" "	Fieldwork in English as a Second Language	" " "
	" "	Struct. of English Langage	" " "
	Touro College	The Human Body	" " "
	" "	Theory & Practice	" " "
	LaGuardia Community	Intro. To Computers	Once a week